FCC Institutional Effectiveness (IE) Index – Institutional Set Standards (ISS)

Fresno City College (FCC) is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, core values, educational master plan, and strategic plan.

As the college strives to become more performance-based in the allocation of resources and create a mission-centric model to document its effectiveness, FCC has established a set of institutional effectiveness measures to guide its planning processes. These measures support everyday operations and assist the college in continuous improvement towards mission fulfillment. This effort will also help faculty, staff, administrators, departments, divisions, and offices to make more data-informed decisions around how to best serve our students.

A total of 29 measures of institutional effectiveness are summarized in the following themes:

1. Student Success – 5 measures
2. Student Success Scorecard – 6 measures
3. Academic Excellence – 6 measures
4. Student Satisfaction and Engagement – 1 measures
5. Promote Fiscal Stability, and Efficient Use of Resources – 7 measures
6. Promote Institutional Dialog – 2 measures
7. Licensure Exam Passing Rate and Job Placement Rate – 2 measures

Assessment of FCC institutional effectiveness is systematic and comprehensive. It includes examining internal student success data, student success score card data (SB1456), performance gaps between different ethnic groups, outcome assessment and program review data, fiscal data, and regularly scheduled internal and national student and employee surveys.

FCC Institutional Research and Effectiveness (IRE) Committee began the development of institutional effectiveness measures in fall 2013. The original measures were adapted from College of San Mateo's College Index. The committee examined six years of data and set the six year low as the baseline measure. Then the committee reviewed all the measures individually to determine what would be the reasonable target for next six years. Targets are the specific values on the institutional effectiveness measures that FCC is expecting to reach. To sustain quality improvement, targets will be re-examined for every six years.

The process of Institutional Effectiveness assessment is cyclical and ongoing. The initial cycle begins with the identification of the areas of institutional effectiveness and data collection points. After a review of the data from previous years, expected

targets are identified. Then actual outcomes are measured, the results are analyzed, actions are taken (or planned) to improve institutional effectiveness, and the cycle repeats. In subsequent cycles, measures of institutional effectiveness and data collection points are reviewed for relevancy to the college's overall planning process. Elements of the institutional effectiveness assessment cycle are detailed below:

FCC Institutional Effectiveness Assessment Cycle

After the academic year, actual institutional effectiveness data will be collected, analyzed and discussed. The purpose of analyzing results is to identify problem areas and determine if actions are needed to improve institutional effectiveness.

The draft of FCC Institutional Effectiveness Index was completed by IRE Committee and presented to FCC Strategic Planning Council (SPC) in March, 2014. The document was then forwarded to Academic Senate, Classified Senate/CSEA, Management Council, and Associated Student Government for input. The targets were revised in 2015-16 to reflect statewide Institutional Effectiveness Partnerships Initiative requirements which asks for six year target for each measure.

The following sections include FCC Institutional Effectiveness Index measures, 6 years of data, 6 year average, baseline, and target for each measure.   Definitions of all the measures are also attached in Appendix A.

Revised and approved by IRE 9/19/2017, presented to SPC 11/16/2017

FCC Institutional Effectiveness Index: Institutional Set Standards (ISS)

(adapted from College of San Mateo)

	Core Measures	Below target	Meet target	Required by State or ACCJC							
Color code											

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low Baseline	6 Year Target	2015-16	2016-17
1. Student Success											
1.1 Retention Rates	88.6%	88.9%	90.1%	90.1%	90.6%	90.4%	**89.8%**	88.6%	91%	90.4%	91.0%
1.2 Successful Course Completion Rate	65.3%	66.3%	68.4%	67.9%	67.8%	67.6%	**67.2%**	65.3%	71%	67.3%	68.9%
1.3 Basic Skills Successful Course Completion Rates											
Basic Skills English (Reading & Writing)	69.4%	70.0%	71.2%	69.7%	65.4%	62.0%	**68.0%**	62.0%	72%	52.3%	59.0%
Basic Skills English-Reading	72.9%	72.6%	71.4%	72.6%	76.6%	67.0%	**72.2%**	67.0%	73%	57.2%	63.9%
Basic Skills English-Writing	66.8%	68.0%	71.1%	67.4%	58.6%	59.4%	**65.2%**	58.6%	65%	48.8%	55.9%
Basic Skills EMLS	77.0%	65.5%	71.2%	79.3%	72.1%	72.8%	**73.0%**	65.5%	71%	71.4%	69.7%
Basic Skills Math	64.5%	63.8%	61.0%	57.4%	61.1%	53.2%	**60.1%**	53.2%	66%	55.7%	57.3%
1.4 Distance Education Course Retention Rate	83.5%	83.3%	85.5%	84.7%	85.4%	83.2%	**84.3%**	83.2%	86%	85.9%	87.2%
1.5 Distance Education Successful Course Completion Rate	60.8%	61.7%	64.6%	63.3%	60.1%	59.3%	**61.7%**	59.3%	66%	63.4%	64.1%

	2003 04 Cohort	2004 05 Cohort	2005 06 Cohort	2006 07 Cohort	2007 08 Cohort	2008 09 Cohort	Average	Baseline	6 Year Target	2009 10 Cohort	2010 11 Cohort
2. Student Success Score Card											
2.1 Completion-Student Progress and Attainment Rate											
Prepared	64.0%	61.9%	61.8%	65.9%	65.4%	66.6%	**64.3%**	61.8%	70%	68.2%	65.6%
Unprepared	35.0%	35.0%	35.4%	38.5%	36.5%	33.8%	**35.7%**	33.8%	39%	35.7%	36.3%
Overall	41.4%	40.8%	40.8%	44.6%	42.4%	40.2%	**41.7%**	40.2%	47%	43.5%	42.4%
2.2 Persistence Rates (first 3 terms)											
Prepared	78.9%	79.1%	75.3%	78.1%	80.3%	80.6%	**78.7%**	75.3%	81%	82.7%	82.3%
Unprepared	73.1%	73.1%	70.9%	74.3%	75.7%	74.5%	**73.6%**	70.9%	75%	74.8%	74.8%
Overall	74.4%	74.4%	71.8%	75.1%	76.6%	75.7%	**74.7%**	71.8%	76%	76.7%	76.4%
2.3 At Least 30 Units Rate											
Prepared	72.9%	71.9%	70.3%	71.7%	72.4%	70.8%	**71.7%**	70.3%	73%	76.5%	75.4%
Unprepared	60.6%	60.9%	59.4%	62.8%	62.6%	61.6%	**61.3%**	59.4%	65%	61.1%	62.0%
Overall	63.3%	63.3%	61.7%	64.7%	64.6%	63.4%	**63.5%**	61.7%	66%	64.8%	64.8%
2.4 Basic Skills Education Progress											
Math	27.0%	27.5%	27.5%	29.7%	33.4%	33.7%	**29.8%**	27.0%	34%	33.6%	35.7%
English	32.4%	30.8%	32.0%	35.6%	33.7%	35.1%	**33.3%**	30.8%	35%	36.5%	35.8%
EMLS	29.2%	30.3%	32.1%	32.3%	28.4%	33.0%	**30.9%**	28.4%	31%	34.9%	32.1%
2.5 Transfer Level Achievement											
English 1-Year	N/A	N/A	N/A	18.8%	16.7%	20.7%	**18.7%**	16.7%	38%	24.3%	24.5%
English 2-Year	N/A	N/A	N/A	32.3%	33.3%	36.6%	**34.1%**	32.3%	56%	38.7%	40.2%
Math 1-Year	N/A	N/A	N/A	10.2%	9.3%	10.6%	**10.0%**	9.3%	17%	10.0%	10.7%
Math 2-Year	N/A	N/A	N/A	16.5%	18.6%	19.3%	**18.1%**	16.5%	29%	18.7%	20.3%
2.6 Career Technical Education (CTE) Rate	54.0%	51.4%	50.5%	53.7%	50.4%	52.7%	**52.1%**	50.4%	53%	55.0%	62.0%

FCC Institutional Effectiveness Index: Institutional Set Standards (ISS)

(adapted from College of San Mateo)

Color code		Core Measures	Below target	Meet target	Required by State or ACCJC					

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low Baseline	6 Year Target	2015-16	2016-17
3. Academic Excellence											
3.1 Transfer Rate (Six-Year)	40%	38%	39%	44%	39%	38%	**40%**	38%	44%	41%	37.0%
3.2 Total Number of Transfers (Six-Year)	711 (2003-04 Cohort)	679	609	737	675	734	**691**	609		848	710
3.3 Graduation Rate (IPEDS data)	18% (2009 Fall)	18%	14%	15%	15%	18%	**16%**	14%	20%	17%	Not available
3.4 Total Number of Degrees or Certificates Awarded	1,641	1,607	1,463	1,585	1,546	2,033	**1,646**	1,463	2,100	1,857	1970
3.5 Number of Degrees Awarded	1,371	1,259	984	1,224	1,132	1,251	**1204**	984	1225	1,380	1451
3.6 Number of Certificates Awarded	270	348	479	361	414	782	**442**	270	875	477	519
4. Student Satisfaction and Student Engagement											
4.1 Student Engagement (CCSSE)											
Active and Collaborative Learning (CCSSE)		48.4			47.6			47.6	50.0		48.5
Student Effort (CCSSE)		47.3			48.0			47.3	50.0		49.9
Academic Challenge (CCSSE)		49.7			49.8			49.7	50.0		49.0
Student Faculty Interaction (CCSSE)		44.8			46.0			44.8	50.0		45.0
Support for Learners (CCSSE)		47.3			49.7			47.3	50.0		49.4
5. Promote Fiscal Stability and Efficient Use of Resources											
5.1 District Salary and Benefits (%)	89.0%	94.0%	93.0%	87.0%	86.0%	82.0%	**90.0%**	82.0%	85.0%	76.0%	
5.2 Annual Operating Excess/(Deficiency)	2.8%	0.1%	-2.3%	-0.4%	0.1%	-4.9%	**-0.8%**	-4.9%	0.0%	1.0%	
5.3 District Fund Balance	24.3%	28.8%	28.1%	27.8%	26.3%	19.0%	**25.7%**	19.0%	17.0%	16.4%	
5.4 District Cash Findings	None	None	None	None	None	None	**None**	None	None	None	
5.5 District Audit Findings	None	None	None	None	None	FCC: EOPS students miss-reported in MIS data	**None**	None	None	Reedley College: Load to Budget variance was found	
5.6 Productivity/Efficiency: Total Reported Credit FTES (summer, fall & spring)	19,189	18,032	15,636	16,585	16,222	16,624	**17,048**	15,636	18,721	17,124	16,788
5.7 Productivity/Efficiency: WSCH/FTEF (fall & spring)	513	490	461	470	459	432	**471**	432	525	441	433

FCC Institutional Effectiveness Index: Institutional Set Standards (ISS)

(adapted from College of San Mateo)

Color code	Core Measures	Below target	Meet target	Required by State or ACCJC

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average	6 Year Low Baseline	6 Year Target	2015-16	2016-17	
6. Promote Institutional Dialog												
6.1 Employee Satisfaction and Perception: Overall Rating (1 to 5)						3.83	**3.83**	3.83	3.90		3.75	
6.2 Employee Satisfaction and Perception: Campus Climate (1 to 5)												
Campus Culture and Policies						2.94	**2.94**	2.94	4.48		2.92	
Work Environment						3.31	**3.31**	3.31	4.44		3.30	
Involvement in Planning and Decision-Making												
Faculty						2.69	**2.69**	2.69	2.70		2.82	
Staff						2.45	**2.45**	2.45	2.50		2.34	
Administration						3.50	3.50	3.50	3.00		3.61	
Students						2.34	**2.34**	2.34	2.40		2.26	
Trustees						3.51	**3.51**	3.51	3.60		3.65	
Alumni						2.35	**2.35**	2.35	2.53		2.35	
7. Licensure Exam Passing Rate and Job Placement Rate												
7.1 Licensure/Certification Exam Passing Rate												
Dental Hygiene		97%	96%	96%	88%	92%	**94%**	88%	85%	96%		
Respiratory Care	52%	77%	94%	82%	91%	94%	**82%**	52%	80%	100%		
Registered Nursing	78%	81%	83%	78%	66%	67%	**76%**	75%	85%	76%	84%	Stephanie 9/2
Radiologic Technology	97%	94%	92%	94%	93%	97%	**95%**	92%	80%	89%		
Health Information Technology	100%	100%	100%	100%	86%	57%	**91%**	57%	85%	67%		
7.2 Job Placement Rate												
Dental Hygiene		100%	100%	100%	88%	88%	**95%**	88%	85%	96%		
Respiratory Care	48%	81%	88%	75%	84%	88%	**77%**	48%	70%	94%		
Registered Nursing	99%	86%	92%	86%	86%	86%	**89%**	86%	75%	93%	98%	Stephanie 9/2
Radiologic Technology	89%	80%	87%	100%	89%	100%	**91%**	80%	75%	100%		
Health Information Technology	86%	37.50%	75%	50%	75%	63%	**64%**	38%	80%	75%		

Appendix A: FCC Institutional Effectiveness Index - Definitions

1. Student Success	Definitions
1.1 Retention Rates	The percentage of students retained out of the total enrolled (percent of A, B, C, D, F, P, NP, or I (only excludes W's)). Fall term. Data Source: CCCO DataMart.
1.2 Successful Course Completion Rate	The percentage of students successful (with a grade of A, B, C, P) in courses out of the total enrolled. Fall term. Data Source: CCCO DataMart.
1.3 Basic Skills Successful Course Completion Rates-English, EMLS & Math	The percentage of students in basic skills (200 level) English, EMLS, or mathematics coursework are successful (with a grade of A, B, C, P). Fall term.
Basic Skills English	Cohort: Basic skills English courses (English 250, 252, 260, 262)
Basic Skills English-Reading	Cohort: Basic skills English reading courses (English 260, 262)
Basic Skills English-Writing	Cohort: Basic skills English writing courses (English 250, 252)
Basic Skills EMLS	Cohort: Basic skills EMLS courses (EMLS 262, 263R/W, 264R/W, 265R/W, 270).
Basic Skills Math	Cohort: Basic skills mathematics courses (MATH 260A-D, 250, 255, 201)
1.4 Distance Education Course Retention Rate	The percentage of students retained out of the total enrolled in DE courses (percent of A, B, C, D, F, P, NP, or I (only excludes W's)). Fall term. Data Source: CCCO DataMart.
1.5 Distance Education Successful Course Completion Rate	The percentage of students successful (with a grade of A, B, C, P) in DE courses out of the total enrolled. Fall term. Data Source: CCCO DataMart.
2. Student Success Score Card	**Definitions**
2.1 Completion-Student Progress and Attainment Rate	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who completed a degree, certificate or transfer related outcomes (transferred to a four-year college or achieved 'transfer prepared" status-successfully completed 60 UC/CSU transferable units with a GPA>=2.0).
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level.
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level.
Overall	Cohort: Student attempted any level of Math or English in the first three years.
2.2 Persistence Rates (first 3 terms)	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who enrolled in the first three consecutive terms anywhere in the higher education system.
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level
Overall	Cohort: Student attempted any level of Math or English in the first three years
2.3 At Least 30 Units Rate	Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who achieved at least 30 units in the CCC system.
Prepared	Cohort: Student's lowest course attempted in Math and/or English was college level.
Unprepared	Cohort: Student's lowest course attempted in Math and/or English was remedial level.

Appendix A: FCC Institutional Effectiveness Index - Definitions

Overall	Cohort: Student attempted any level of Math or English in the first three years.
2.4 Basic Skills Education Progress	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or EMLS and completed a college-level course in the same discipline.
Math	Cohort: mathematics courses (include both 100 and 200 level courses)
English	Cohort: English courses (include both 100 and 200 level courses)
EMLS	Cohort: EMLS courses (include both 100 and 200 level courses)
2.5 Transfer Level Achievement	The percent of first-time students who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.
2.6 Career Technical Education (CTE) Rate	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.
3. Academic Excellence	**Definitions**
3.1 Transfer Rate (Six-Year)	The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period (6 years) subsequent to initial enrollment. Data Source: CCCO DataMart.
3.2 Total Number of Transfers (Six-Year)	The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is the number of students who transferred to a four-year institution within a given time period (6 years). Data Source: CCCO DataMart.
3.3 Graduation Rate (IPEDS data)	The percentage of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) completing their program within 150 percent of normal time to completion (3 years for associate degree and 1.5 years for certificate). IPEDS data.
3.4 Total Number of Degrees or Certificates Awarded	Total number of AA/AS degrees or certificates awarded (credit only). Summer, fall and spring terms. Data Source: CCCO DataMart.
3.5 Number of Degrees Awarded	Number of AA/AS degrees awarded. Summer, fall and spring terms. Data Source: CCCO DataMart.
3.6 Number of Certificates Awarded	Number of Chancellor's office approved certificates awarded (credit only). Summer, fall and spring terms. Data Source: CCCO DataMart.
4. Student Satisfaction and Student Engagement	**Definitions**
4.1 Student Engagement (CCSSE)	Student engagement is measured by Community College Survey of Student Engagement (CCSSE). This survey is conducted every 3 years.
Active and Collaborative Learning (CCSSE)	Active and Collaborative Learning is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50. This survey is conducted every 3 years.
Student Effort (CCSSE)	Student Effort is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.

Appendix A: FCC Institutional Effectiveness Index - Definitions

Academic Challenge (CCSSE)	Academic Challenge is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
Student Faculty Interaction (CCSSE)	Student Faculty Interaction is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
Support for Learners (CCSSE)	Support for Learners is measured by Community College Survey of Student Engagement (CCSSE) benchmark. Benchmark scores are standardized so the national average is 50 (out of 100). This survey is conducted every 3 years.
5. Promote Fiscal Stability and Efficient Use of Resources	**Definitions**
5.1 Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures.
5.2 Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance.
5.3 Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures.
5.4 Cash Findings	Unrestricted and restricted general fund cash balance, excluding investments.
5.5 Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement.
5.6 Productivity/Efficiency: Total Reported Credit FTES (summer, fall & spring)	Total final reported full-time equivalent student (FTES) enrollments in all courses from CCFS-320 Annual Report. Summer, fall, and spring terms.
5.7 Productivity/Efficiency: WSCH/FTEF (fall & spring)	Weekly Student Contact Hours per Full Time Equivalent Faculty. Fall and spring terms.
6. Promote Institutional Dialog	**Definitions**
6.1 Employee Satisfaction and Perception: Overall Rating	Overall employee satisfaction with FCC. This will be measured by Noel-Levitz Employee Satisfaction Survey which will be conducted every 3 years.
6.2 Employee Satisfaction and Perception: Campus Climate	Overall satisfaction with FCC campus climate. This will be measured by Noel-Levitz Employee Satisfaction Survey (Section 4- Work Environment) which will be conducted every 3 years.
7. Licensure Exam Passing Rate and Job Placement Rate	**Definitions**
7.1 Licensure Exam Passing Rate	Licensure exam passing rate for the CTE programs - reported by programs
7.2 Job Placement Rate	Job placement rates for the CTE programs - reported by programs